Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to June 30, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
KIPP San Antonio	41-2090713	731 Fredericksburg Rd.		
Mailing address line 2	City		State	ZIP Code
	San Antonio		TX	78201-6348

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
015826		20	35	13-042-1899

Primary Contact

First name	M.I.	Last name	Title
Lisa	C	Nyquist	Grants Manager
Telephone #	Email address		FAX #
210-887-6905	lnyquist@kippsa.org		210-485-1393

Secondary Contact
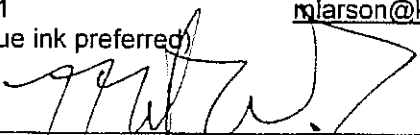
First name	M.I.	Last name	Title
Michael		Shay	Director of Teaching Practices
Telephone #	Email address		FAX #
210-317-2731	mshay@kippsa.org		210-485-1393

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Mark		Larson	Chief Executive Officer
Telephone #	Email address		FAX #
210-887-6391	mlarson@kippsa.org		210-485-1393
Signature (blue ink preferred)			Date signed
			1/21/14

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (Increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any Information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter **F**.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

KIPP San Antonio has begun to implement a holistic, comprehensive transformation to its teacher recruitment, selection, support, development, evaluation, and compensation programming in order to make our organization one of the best places in the country to work and grow as an educator. We believe that by providing an integrated, mission-aligned approach to honoring teachers throughout their full "life cycle" in our organization, we can contribute to a much-needed elevation of the teaching profession in the State of Texas. Additionally, we believe (and are supported in our belief by robust research) that teacher quality is the primary contributor to student outcomes. Therefore, an explicit ultimate goal of the programming described in this application is the improvement of academic achievement.

We seek to re-organize our School Support Team (central office) to place all parts of a teacher's professional "life cycle" under a Chief Talent Officer (CTO) – a position which currently does not exist. The CTO's department would encompass teacher recruitment and hiring, induction, and human resources support, as well as our proposed Teacher Career Pathways program and leadership development. The CTO will coordinate with the Chief Academic Officer to ensure that instructional coaching, mentoring, professional development, and evaluation are all integrally aligned with the support and programming provided through the CTO's office.

We seek to build upon current Induction and mentoring practices to align them with professional development and evaluation systems teachers will encounter throughout their career with KIPP San Antonio. All teachers new to our organization will receive thorough summer training on shared practices, policies, and expectations. Experienced, highly qualified, and high-performing teachers on each campus will serve as mentors to those new to KIPP and new to the profession.

We seek to enhance current teacher evaluation practices through the development and incremental implementation of a rubric aligned to the KIPP Framework for Excellent Teaching and tailored to the particular needs and expectations of public school teachers in the State of Texas. Coaching, goal-setting, and formative and summative evaluation will all be aligned to this rubric, and evaluators will be rigorously trained and normed to ensure equitable application. Several new coaches, mentors, trainers, and evaluators will be hired over the next two years to facilitate the universalization of current best practices.

We seek to increase the effectiveness of our already strong professional development and collaboration practices by making more strategic use of the resources offered by the Texas Education Agency, ESC Region 20, and the national KIPP network. Furthermore, we will continue our practice of having teachers collaborate in a meaningful, structured, outcomes-focused manner through regular cross-district meetings of teachers within academic departments.

We seek to transform the way we compensate and celebrate teachers, contributing to the long-term retention of our highest performers. In addition to a strategic re-calibration of the current salary scale, we will implement a Teacher Career Pathways program based on best practices from across the state and the nation. Based on consistent, sustained performance, teachers in the Pathways program will have access to increased autonomy, targeted professional development, expanded impact and influence through leadership opportunities, greater responsibility, and meaningful recognition. Teachers will also have access to monetary rewards for team achievement of shared goals.

All of the above innovations have been or will be designed with robust, diverse stakeholder input, including a Teacher Focus Group that has already been convened to evaluate the proposals that would produce the biggest changes to current practice.

Several vital aspects of KIPP San Antonio's proposed transformation would be possible only with EEIP grant funding. Some of these include: reorganization of key functions under a Chief Talent Officer; strategic re-calibration of teacher compensation; augmentation of current coaching/mentoring capacity; and implementation of a Teacher Career Pathways system. If grant funding is not received, these fundamental elements will not happen.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016	Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)			Year 2 (7/1/15-6/30/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$925,625	$0	$925,625	$939,625	$0	$939,625
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0	$0	$0	$0
Schedule #9	Supplies and Materials (6300)	6300	$0	$0	$0	$0	$0	$0
Schedule #10	Other Operating Costs (6400)	6400	$14,000	$0	$14,000	$0	$0	$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	$0	$0	$0
	Total direct costs:		$939,625	$0	$939,625	$939,625	$0	$939,625
	Percentage% indirect costs (see note):		N/A	$0	$0	N/A	$0	$0
	Grand total of budgeted costs (add all entries in each column):		$939,625	$0	$939,625	$939,625	$939,625	$939,625

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$939,625	$939,625
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$93,962	$93,962

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 015826			Amendment # (for amendments only): N/A	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional				
1 Teacher	0	158	$360,000	$474,000
2 Educational aide	0	0	$0	$0
3 Tutor	0	0	$0	$0
Program Management and Administration				
4 Project director	1	0	$70,000	$70,000
5 Project coordinator	0	0	$0	$0
6 Teacher facilitator	4	0	$220,000	$220,000
7 Teacher supervisor	0	0	$0	$0
8 Secretary/administrative assistant	0	0	$0	$0
9 Data entry clerk	0	0	$0	$0
10 Grant accountant/bookkeeper	0	0	$0	$0
11 Evaluator/evaluation specialist	0	0	$0	$0
Auxiliary				
12 Counselor	0	0	$0	$0
13 Social worker	0	0	$0	$0
14 Community liaison/parent coordinator	0	0	$0	$0
Other Employee Positions				
15 Chief Talent Officer	1	0	$125,000	$125,000
16 N/A	0	0	$0	$0
17 N/A	0	0	$0	$0
18	Subtotal employee costs:		$775,000	$889,000
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112 Substitute pay			$0	$0
20 6119 Professional staff extra-duty pay			$100,000	$0
21 6121 Support staff extra-duty pay			$0	$0
22 6140 Employee benefits			$50,625	$50,625
23 61XX Tuition remission (IHEs only)			$0	$0
24	Subtotal substitute, extra-duty, benefits costs		$150,625	$50,625
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$925,625	$939,625

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015826		Amendment number (for amendments only): N/A	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$0	$0
	Specify purpose: N/A		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$0	$0
	Specify purpose: N/A		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$0	$0
	Specify purpose: N/A		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$0	$0
	Specify purpose: N/A		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$2,000	$0
	Specify purpose: Recruitment of Chief Talent Officer & Dir. of Teacher Pathway		
6429	Actual losses that could have been covered by permissible insurance	$0	$0
6490	Indemnification compensation for loss or damage	$0	$0
6490	Advisory council/committee travel or other expenses	$0	$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$0	$0
	Specify name and purpose of organization: N/A		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$0	$0
	Specify purpose: N/A		
Subtotal other operating costs requiring specific approval:		$2,000	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$12,000	$0
	Grand total:	$14,000	$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: **1,485** *(2013-2014 PEIMS Fall Collection)*

Category	Number	Percentage	Category	Percentage
African American	41	2.76%	Attendance rate	96.34%
Hispanic	1,405	94.61%	Annual dropout rate (Gr 9-12)	0%
White	32	2.15%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	83%
Asian	2	0.13%	TAKS commended 2011 performance, all tests (sum of all grades tested)	6%
Economically disadvantaged	1,276	85.93%	Students taking the ACT and/or SAT	100%
Limited English proficient (LEP)	322	21.68%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	19.6

Comments

Demographic data is from the 2013-2014 PEIMS Fall Collection. The attendance rate is based on the YTD average for the 2013-2014 school year. Performance data is from the 2012-2013 school year.

Student and teacher counts in Part 3 below are based on the 2013-2014 PEIMS Fall Collection as per TEA guidance. As a growing Charter Management Organization (CMO), we will be adding new campuses and expanding current campuses every year. KIPP San Antonio will grow in size each year of the grant program, adding approximately 500 students in 2014-2015 and approximately 750 more students in 2015-2016. Teacher and staff numbers will grow proportionally. Therefore, we are projecting that for the 2015-2016 school year that we will serve 2,629 students and have 158 teachers.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	8	9%	No degree	2	2.2%
Hispanic	36	40%	Bachelor's degree	64	71.1%
White	42	46.6%	Master's degree	24	26.7%
Asian	4	4.4%	Doctorate	0	0%
1-5 years exp.	68	75.5%	Avg. salary, 1-5 years exp.	$44,877.62	N/A
6-10 years exp.	15	16.7%	Avg. salary, 6-10 years exp.	$47,337.70	N/A
11-20 years exp.	7	7.8%	Avg. salary, 11-20 years exp.	$53,343.50	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	N/A	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 015826							Amendment # (for amendments only): N/A								

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		129	117				225	210	209	198	111	119	103	64	1,485
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	129	117	0	0	0	225	210	209	198	111	119	109	64	1,485

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		8	8				10	8	10	10	10	9	9	8	90
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	8	8	0	0	0	10	8	10	10	10	9	9	8	90

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparing for a needs assessment, KIPP San Antonio's academic team developed a plan for designing, conducting, and evaluating a needs assessment. A key priority in developing the plan included our believe that teacher quality is the primary contributor to students outcomes; Therefore, KIPP San Antonio would seek to implement a holistic, comprehensive approach to improving teacher quality throughout a teacher's full "life cycle" in our organization.

The team then created objectives for the project's needs assessment:
- KIPP San Antonio will use data to determine specific needs for teachers as we pursue enhanced teacher quality throughout the organization.
- KIPP San Antonio will identify key stakeholders that are crucial to the success of the project to enhance teacher quality.
- KIPP San Antonio will identify potential strategies to address the needs determined through the needs assessment.

Next, team members set out to measure needs of teachers and instructional support staff throughout the organization. The Director of Teaching Practices gathered data, including:
- Student performance data from state standardized tests (STAAR and EOC)
- Student growth data from MAP and ACT tests
- Teacher survey feedback from KIPP Healthy Schools and Regions surveys
- Teacher retention data from internal records of KIPP San Antonio, 2010-2013
- Salary data of current KIPP San Antonio teachers and salary scales of neighboring school districts and Charter Management Organizations (CMO's)
- Formal teacher evaluations from the past two years at KIPP San Antonio

Data incorporating teacher input was collected from all teachers within the organization to ensure that each teacher was fairly represented in the needs assessment.

Once the data was collected, it was compared to KIPP San Antonio's current organizational goals and a gap analysis was conducted to determine the variance between current realities of teacher quality and desired results.

From this gap analysis, specific needs for enhancing teacher quality were determined. Prioritization of these needs was done by gathering feedback from stakeholders within the organization. This included establishing a teacher focus group created through an open invitation to all teachers within the organization. The academic team conducted force rank activities in which teachers prioritized the needs. They then shared this information with school leadership teams and top-level administration within KIPP San Antonio. Based on the feedback from teachers, school leadership teams, and executive leaders within the organization, a final list of needs were ordered and the top five were selected for the project.

As a result of the gap analysis and prioritization exercise, the following needs were identified:
1. Improve success rates in recruiting and hiring best-in-class talent to KIPP San Antonio;
2. Improve consistency and quality of instructional coaching across all campuses of KIPP San Antonio;
3. Enhance opportunities for professional development through standardized onboarding and induction practices, and ensure alignment between instructional coaching trends and organizational professional development offerings;
4. Implement standardized evaluation tools and practices that are aligned with instructional coaching; and,
5. Create a new strategic compensation model and a Teacher Career Pathways model to retain, recognize, and reward teachers who meet and exceed expectations of promoting successful student outcomes.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by Implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve success rates in recruiting and hiring best-in-class talent to KIPP San Antonio.	Funding for the grant program would allow KIPP San Antonio to reorganize recruiting and hiring practices under a Chief Talent Officer who would oversee the Office of Talent Recruitment and hire support staff to enhance recruiting strategies and increase teacher retention through coordinated oversight of the teacher "life cycle".
2.	Improve consistency and quality of instructional coaching across all campuses of KIPP San Antonio.	Funding for the grant program would allow KIPP San Antonio to hire and train additional instructional coaches. Funding would also allow for additional professional development opportunities for current instructional coaches.
3.	Enhance opportunities for professional development through standardized onboarding and induction practices, and ensure alignment between instructional coaching trends and organizational professional development offerings.	Funding for the grant program would provide stipends for mentors, increase opportunities for diversified teacher professional development, and allow for training new Critical Friends Groups coaches and facilitators within the organization.
4.	Implement standardized evaluation tools and practices that are aligned with Instructional coaching.	Funding for the grant program would provide additional professional development opportunities for Instructional coaches/evaluators within KIPP San Antonio and would allow KIPP San Antonio to provide compensation for additional coaches/evaluators.
5.	Create a new strategic compensation model and a Teacher Career Pathways model to retain, recognize, and reward teachers who meet and exceed expectations of promoting successful student outcomes.	Funding for the grant program would make a new strategic compensation model possible by re-calibrating KIPP San Antonio's salary scale and ensuring the successful start-up of a Teacher Career Pathways program by providing funds for professional development offerings, differentiated stipends, and team performance bonuses.

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Schedule #14—Management Plan	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Chief Talent Officer	NEW POSITION – ideal candidate will have at least 10 years of successful work experience in high-achieving schools serving under-resourced communities; at least two years are in campus leadership (principal) and at least one year is at the district level (chief or managing director).
2.	Dir. – Teacher Pathways	NEW POSITION – ideal candidate will have at least four years of successful work experience in high-achieving schools serving under-resourced communities; at least three years of experience directly providing support to teachers (instructional coach, assistant school leader, etc.).
3.	Chief Academic Officer (CAO)	EXISTING POSITION – current CAO has more than 10 years of successful work experience in K-12 education and has served as both a founding school principal and Director of Teacher Quality; must increase capacity to manage across functions and collaborate with Chief Talent Officer
4.	Instructional Coach	EXISTING POSITION (but need several more FTEs) – ideal candidates will have at least five years of exceptionally successful teaching experience in high-achieving schools serving under-resourced communities and will have evidence of instructional impact beyond the classroom.
5.	Dir. – Teaching Practices	EXISTING POSITION (but current employee moving into different role) – ideal candidate will have at least five years of exceptionally successful teaching experience in high-achieving schools serving under-resourced communities and at least two years of experience managing instructional coaches.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Recruit, hire, onboard, mentor best-in-class talent	1.	Establish Office of Talent Recruitment	06/15/2013	06/15/2014
		2.	Plan & Execute Summer Staff Induction	07/01/2013	08/15/2013
		3.	Enter into MOU agreement with Teach for America	07/01/2012	07/01/2014
		4.	Assign mentors/coaches to teachers new to KIPP	08/01/2013	08/01/2015
2.	Professional Development & Collaboration	1.	Hire and train Instructional Coaches (ongoing PD)	07/01/2013	05/31/2016
		2.	Deploy Critical Friends Groups (collab. model)	08/15/2013	05/31/2016
		3.	Execute KIPP instructional coaching model	09/01/2013	05/31/2016
		4.	Execute region-wide professional dev. opportunities	08/15/2013	6/30/2016
		5.	Hire new Director of Teaching Practices	04/01/2014	06/01/2014
3.	Evaluation	1.	Create new KFET- and TEA-aligned teaching rubric	04/01/2014	08/01/2014
		2.	Train/norm all evaluators on new rubric (ongoing)	07/01/2014	6/30/2016
		3.	Familiarize teachers with rubric (ongoing)	08/01/2014	6/30/2016
		4.	Execute mid-year & EOY perf. mgmt. meetings	12/01/2014	05/31/2016
4.	Strategic Compensation & Teacher Career Pathways	1.	Perform initial research & solicit stakeholder input	08/01/2013	12/31/2013
		2.	Present project proposal for ratification	01/15/2014	02/15/2014
		3.	Publicize new strategic comp. model & Pathways	03/01/2014	05/31/2014
		4.	Implement comp. model & Pathways (ongoing)	06/01/2014	6/30/2016
		5.	Scale up Pathways model over first five years	08/15/2014	05/31/2019
5.	Reorganization under Chief Talent Officer	1.	Hire Chief Talent Officer	04/01/2014	06/01/2014
		2.	Hire Human Resources Manager	06/01/2013	08/01/2013
		3.	Reorganize teacher "life cycle" functions under CTO	06/01/2014	08/01/2014
		4.	Hire CTO support staff (ongoing as org. scales)	07/01/2014	07/01/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KIPP San Antonio is committed to setting rigorous goals aligned to our mission and tracking progress toward those goals relentlessly. Our ambitious three-year goals are related to student achievement on key leading indicators of college readiness and on projected college completion rates of our alumni. These goals have been communicated frequently to key stakeholders and are part of public record. All departments have interim metrics in support of the three-year goals. All metrics are also aligned to the "six essential questions" for the nationwide KIPP network:

- Are we serving the children who need us the most?
- Are our students staying with us?
- Are our students progressing and achieving academically?
- Are our alumni climbing the mountain to and through college?
- Are we building a sustainable people model?
- Are we building a sustainable financial model?

Each academic year, we create an Annual Plan that outlines the departmental metrics contributing to the attainment of our three-year goals and categorized by the six essential questions. Chiefs, Directors, Managers, and School Leaders all have individual goal documents aligned to the Annual Plan. These form the basis of ongoing performance management at KIPP San Antonio. These documents are all public and available to anyone in the community.

If we perceive that a change is needed in prioritization or direction, we first analyze the proposed change against our long-term goals and essential questions; if it is deemed in the best interest of the organization, we maintain a flexibility that allows such change to happen without disrupting overall momentum.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Several pieces of the proposed project are already under way. Our new instructional coaching model, collaboration system, and talent recruitment approach are all up and running as of the fall of 2013. Significant research, pressure-testing, and stakeholder engagement have gone into the development of a more robust evaluation structure and strategic compensation model linked to our Teacher Career Pathways proposal. All of these initiatives have been coordinated by the Chief Innovation Officer and Chief Academic Officer, who work extremely closely to ensure alignment and efficiency.

The integration of the various components described in our comprehensive proposal into a unified Educator Excellence Innovation Program has been fundamental to the long-term strategic planning process KIPP San Antonio is currently undertaking with the support of Bellwether Education Partners, a top-tier consulting firm with a robust track record of success with some of the best charter management organizations in the country. They have works with organizations such as Achievement First and YES Prep, both of which are several years into successfully implementing Teacher Career Pathways programs.

We are thoroughly confident in the ultimate success of the project and in its long-term, positive, transformative impact on the experience of teachers and, subsequently, on the lives of students since the proposed EEIP program is an integral part of our long-term strategic plan, we have meaningfully involved internal and external stakeholders throughout the design process, we have done extensive research (both in terms of academic studies and first-hand engagement with peer organizations that have already initiated similar projects), we have already begun to implement those parts of the project that we could currently fund and were in a position to execute effectively, and the KIPP network is providing key strategic (but not financial) support.

Schedule #15—Project Evaluation

County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	District and Campus Record Collection of Coaching Data	1.	Amount and frequency of feedback for each teacher from completed cycles
		2.	Observations and action steps recorded by each coach for each cycle
		3.	Cumulative record of individual teacher professional growth goals
2.	Formative Evaluation of Professional Development Offerings	1.	Feedback on professional development from teachers and administrators
		2.	Teacher growth as measured by mid- and end-of-year evaluation rubrics
		3.	Teacher participation of professional development offerings
3.	Teacher and Administrator Surveys	1.	Feedback on talent within the school and organization
		2.	Feedback on resources to support professional growth towards goals
		3.	Feedback on strategies to improve teacher sustainability
4.	Student Achievement Data Collection and Analysis	1.	Amount of yearly academic growth for students in each content area
		2.	Passing rates of standardized assessments
		3.	College readiness data and college acceptances for high school seniors
5.	Observation and Formative Assessment of Coaching and Teacher Evaluation	1.	Correctly identified areas of growth and action steps for teachers
		2.	Alignment to rubric in coaching and evaluation conversations
		3.	Evaluator performance in formative assessment of teacher evaluation

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for collecting data for each of the five evaluation methods listed above are as follows:
1. District and Campus Record Collection of Coaching Data:
   - TeachBoost, an online platform, is used to collect frequency and feedback data for every teacher, as well as action steps for each cycle, and measured on a weekly basis against organizational goals. This is done from mid-August to the beginning of June.
   - Individual teachers' professional growth goals are collected at the end of every quarter by the Director of Teaching Practices.
2. Formative Evaluation of Professional Development Offerings:
   - Weekly and monthly professional development sessions that are conducted within KIPP San Antonio incorporate survey feedback data using an online survey platform and database.
   - Teacher growth is examined in rubrics in January and June to measure the outcomes of professional development sessions.
   - Teacher participation is logged at each professional development session.
3. Teacher and Administrator Surveys:
   - District-wide surveys are administered to all teachers and staff in late fall, mid-winter, and late spring.
4. Student Achievement Data Collection and Analysis:
   - Student growth is measured in August-September, December, and May. Standardized assessments are conducted in the spring and college readiness data is collected throughout the year.
5. Observation and Formative Assessment of Coaching and Teacher Evaluation:
   - Co-observations of all coaches are conducted on a quarterly basis. Formative coaching and evaluation assessments are conducted in January and February of each year.

Problems with project delivery are identified through ongoing data collection, conducted by the program directors (Director of Teaching Practices, Director of Teacher Pathways, and the Chief Academic Officer). When data demonstrates a compromise in quality or execution of the program, program directors allocate resources of time and personnel to address deficiencies or problems.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher induction at KIPP San Antonio currently includes several components including an initial commitment, summer training, mentorship, targeted instructional coaching, and ongoing professional development. KIPP San Antonio begins the induction process upon candidate selection and hiring starting with the initial commitment conversation between the teacher and his/her school leader. This conversation sets expectations for the teacher in terms of the unique characteristics of KIPP schools, particularly regarding school culture, staff roles and responsibilities, and the "5 Pillars" of KIPP, which describe key aspects of our operating principles. The initial conversation between the teacher and the school leader is concluded with the teacher's signing of the "KIPP San Antonio Commitment to Excellence", a document that describes the responsibilities of a KIPP teacher and asks the teacher to uphold the values and live out the beliefs of the organization.

Summer training marks the second component to teacher induction and it includes programming that is region-wide (for all new-to-KIPP teachers from all campuses) and campus-based. All teachers at KIPP San Antonio begin the school year three weeks before the students' first day of school; the first of the three weeks is focused on teacher induction. New-to-KIPP teachers gather together one day in the first week to attend the "KIPP SA New Staff Onboarding Day", where they learn about the history of KIPP San Antonio, the vision and mission of the organization, the educational landscape of the city, and the communities served by the schools. The event's agenda also includes training on what the nine core beliefs of the organization look and sound like when lived out during the school year, as well as KIPP San Antonio's year-long priorities for the school year.

During the summer teacher induction week, all KIPP San Antonio staff members attend the KIPP SA School Summit, a two-day retreat that provides a variety of professional development experiences based around the organization's annual theme including classroom culture, goal-setting and planning, shared practices that lead to successful student outcomes, and operational policies and procedures. Each new-to-KIPP teacher receives targeted programming during the event that focuses on specific aspects of the organization's operating principles and beliefs. During the summit, new-to-KIPP teachers learn about adopting and promoting growth mindset (based on the research of Dr. Carol Dweck), KIPP's Character Strengths initiative and its approach to character education, and the KIPP Framework for Excellent Teaching (KFET), which enumerates and describes the competencies and behaviors of effective education.

Throughout the summer training, new-to-KIPP teachers participate in multiple home visits with experienced KIPP teachers. This is a crucial component to summer training and new teacher induction as this practice often serves as the initial face-to-face interaction between the school, the student, and the student's family; this is also the setting where teachers facilitate the "Commitment to Excellence" conversation with the student and his/her family. New-to-KIPP teachers partner with experienced KIPP teachers in order to learn from experienced teachers about how to conduct effective home visits, as experienced teachers model responsive and culturally sensitive communication skills, communicate organizational values and expectations, and carry out KIPP San Antonio traditions. Teachers who are new to San Antonio also learn about the communities they will serve through these visits and gain deeper understanding of their students' lives as they travel to individual students' homes throughout the city.

Mentorship also begins before the students' first day of school, starting with the initial pairing of the mentor and mentee. Currently, mentor selection and training is conducted by school leaders on each campus. Mentors are selected based on their teaching experience and leadership roles within the school and are trained by their direct supervisors (school leaders or assistant principals) through sessions in weekly or bi-weekly one-on-one meetings. On most campuses, mentors are usually grade level chairs or department chairs and are paired with a mentee who also serves on that same grade level or within the same department. During the pre-service weeks of the school year, mentors and mentees work together as mentors provide assistance in curriculum planning and guide mentees through increased learning of shared practices and expectations. During the first two weeks of the school year, known in the organization as "Summer School", student dismissal is 1.5 hours earlier than during the rest of the year. Mentors use this time after school to review the day with their mentees, answer clarifying questions regarding policies, procedures, and expectations, and

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provide feedback for the mentees to incorporate in their planning and execution. From the third week of school through the rest of the year, mentors follow up with mentees before and after school, as well as during their common planning periods, where they work together at adjacent desks in the school's "teacher tank" (where every teacher and administrator's workspace is located) for maximum collaboration.

The fourth component of KIPP San Antonio's teacher induction system is targeted instructional coaching. KIPP San Antonio provides instructional coaching to every teacher at every campus, on at least a bi-weekly basis. New-to-KIPP teachers follow a weekly instructional coaching cycle to provide an additional level of support. Currently within KIPP San Antonio, all administrators, including school leaders and assistant principals, serve as instructional coaches, as well as one district-wide science coach and one district-wide math coach. Coaches serve anywhere from three to 13 teachers and are trained during an initial summer coaches' training session followed by monthly coaching workshops as well as bi-weekly one-on-one meetings with the Director of Teaching Practices. The instructional coaching initiative at KIPP San Antonio begins with the kickoff. Within the first month of school, each teacher is introduced to the KIPP Framework for Excellent Teaching (KFET), including the competencies and behaviors described in framework taxonomy. All feedback throughout the rest of the year is rooted in the KFET to ensure its consistency and applicability. Instructional coaches conduct a baseline observation of the teacher, review his/her curriculum, and analyze his/her beginning-of-year self-assessment. This self-assessment tool is aligned both to the KFET as well as the middle- and end-of-year evaluation documents that are used as part of KIPP San Antonio's performance management system. To culminate the kickoff, the coach conducts an initial one-on-one meeting with the teacher where they collaborate to set two student performance goals for the entire year, as well as two individual growth goals that are derived from the KFET. The coach reviews the teacher's self-assessment alongside the teacher and, after agreeing upon performance and growth goals, establishes expectations with the teacher for frequency and structure of the instructional coaching cycle.

Following this initial one-on-one meeting that marks the end of the coaching kickoff, the instructional coach conducts a weekly coaching cycle. The coach first reviews the teacher's goals, observes classroom instruction, analyzes and determines action step(s) for the teacher, and then debriefs with the teacher during weekly one-on-one meetings that are scheduled during a conference period. In these debrief meetings, instructional coaches practice planning, execution, and data mining to support teachers towards their individual growth goals as well as their student performance goals. The coach then follows up in the time between the debrief and the following week's observation by sharing notes from the meeting and conducting walk-throughs or mini-observations.

Ongoing professional development during the rest of the year also includes participation for all new teachers in a content-based Critical Friends Group, where teachers support each other as they share student work, plans, and professional dilemmas. New teachers also have opportunities to attend content-based retreats that are organized by the KIPP Foundation, where teachers across the KIPP network come together for collaboration and learning.

We seek to build upon current induction and mentoring practices by standardizing and expanding the mentoring program as part of KIPP San Antonio's Teacher Career Pathways program (TCP). For more information about TCP, see Schedule #16, Statutory Requirement 8. The TCP program would affect mentor selection by assigning mentoring responsibilities to teachers who have attained Tier 3 or Tier 4 status. This would ensure that rather than selecting mentors because of their current role as a chair, which is not correlated with improved student outcomes, the selection of mentors would be primarily based in the teachers' demonstrated effectiveness within the classroom as measured by student performance data and accumulated observations based on the KFET. Mentors would continue to serve in similar functions as they already do within KIPP San Antonio but would receive compensation through stipends for their work – a practice that is not currently standardized throughout the organization due to budget constraints. In order to receive the stipend and continue in the role of mentors, teachers must fulfill all the expectations of the mentoring program including logged meetings and mentee observations of the mentor's classroom instruction.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Statutory Requirement 2: Required – Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Each teacher at KIPP San Antonio receives instructional coaching on a regular basis and is observed as a part of the instructional coaching cycle at least once every two weeks. Currently, 16 staff members at KIPP San Antonio coach teachers. These staff members serve in various roles at their campuses and throughout the district. Of the 16 coaches, three are school leaders (principals), five are assistant principals, two are special education coordinators, two direct student programs on their campuses while teaching a reduced course load, two are content-specific coaches (math and science, respectively) that serve the middle and high schools, and two are academic directors within KIPP San Antonio that oversee academics for the organization.

In the spring, school leaders and central support staff conduct an organizational talent review to identify personnel who will serve as instructional coaches for the upcoming school year. Identified personnel who have no prior experience in instructional coaching participate in the KIPP School Leadership Program during the summer and following year, where they receive training in instructional coaching and leadership over the course of a 5-week summer institute followed by three weekend intersessions during the fall semester. Both new coaches and returning coaches also receive training on their campuses during the school year through monthly coaching workshops and one-on-one support from the Director of Teaching Practices including co-observations, role plays, and feedback sessions.

All coaches throughout KIPP San Antonio use the KIPP Instructional Coaching Blueprint to carry out their coaching responsibilities. Within the first month of school coaches launch the process, called the Kickoff, by executing the following steps:
1. Coaches follow up organizational professional development that introduces the KIPP Framework for Excellent Teaching (KFET) by referring to the KFET in initial pre-observation meetings regarding instructional coaching. The goals of these meetings are to establish an initial sense of trust between the teacher and coach, review tools that will be used during coaching, and explain the steps of the Kickoff and the coaching cycle, including the baseline observation.
2. Coaches gain a holistic sense of each teacher they coach by observing a full lesson as a baseline observation, reviewing the teacher's curriculum (unit and lesson plans) and reviewing teacher-created assessments.
3. School leadership, including coaches, receives teachers' beginning-of-year self-assessments, rubrics based on the KFET competencies and behaviors that teachers submit within the first two weeks of school. Coaches and teachers use this document together as they establish performance and development goals that drive the coaching work.
4. Coaches conduct pre-cycle meetings with teachers to support each teacher in setting no more than four goals – two student performance goals based on school-wide priorities and two KFET-derived individual development goals. While the student performance goals remain constant through the school year, the individual development goals may change as the teacher attains proficiency in those targeted areas of development. As teachers reach their individual development goals, they set new individual goals with their coaches.
5. Coaches establish expectations for frequency and structure of the coaching work. New-to-KIPP teachers experience a weekly coaching cycle including observation, debrief meeting, and follow-up. Returning teachers who have demonstrated consistent success within the classroom experience a bi-weekly coaching cycle.
6. Coaches then schedule the first observation and debrief meeting that will launch the year-long coaching process.

Following the Kickoff, each coaching cycle contains five steps that coaches carry out: Observation, Analysis & Prioritization, Feedback, Practice, and Follow-Up.
1. Observation: A coach conducts a 15-20 minute observation of a teacher. Before the observation, the coach reviews the teacher's performance goals and development goals noting progress towards those goals and revisiting action items from the previous observation and feedback session. The coach also reviews the teacher's lesson plans before observing. During observation, the coach collects evidence through various means including, but not limited to: detailed literal notes of the classroom (teacher actions, student actions, and selected quotes); video or photos of the classroom during the lesson; student work samples; and TeachBoost

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software data to capture teacher behaviors and student data and tag it to the KFET. The KFET serves as the rubric for observation outlining 26 competencies and 151 behaviors that teachers may exhibit to demonstrate proficiency in teaching skills. The KFET is a tool that is used by teachers and coaches throughout the KIPP network and was adopted for use by KIPP San Antonio after a pilot process and a year-long roll-out among staff members. During the roll-out, KIPP San Antonio coaching documents were modified to match the language and criteria used in the KFET.

2. Analysis & Prioritization: After the observation, a coach takes time to analyze the data collected using the KFET as a guiding tool in order to identify teacher behaviors that have the greatest impact on student learning. During analysis, a coach will consider what might help students learn more effectively and will reflect on the teacher's performance and development goals to ensure that the identified goals align with the perceived needs from the observation. Following analysis, the coach will prioritize one or two clear, concrete actions steps to suggest to the teacher. KIPP San Antonio coaches use four criteria to determine effective action steps. They must: 1) be high-impact, regarding student learning outcomes; 2) be achievable within a short amount of time; 3) contain criteria for success so that the coach and teacher can measure mastery; and, 4) be practicable.

3. Feedback: During the same week as the observation, and preferably within 24 hours of the observation, the coach and teacher meet face-to-face in a 45-minute one-on-one meeting. The goals of these post-observation meetings are to review the observation and analysis, and practice action steps that result from the analysis. In the meeting's conversation, coaches support their claims with evidence from qualitative and quantitative observation data that is rooted in language from the KFET. Each coach follows a one-on-one feedback structure. The coach begins with a brief check-in then sets the agenda for the meeting. After this, the coach and teacher may mine pertinent student performance data before the coach provides feedback from the observation and identifies action steps to practice. Feedback is ordered beginning with teacher strengths followed by evidence-driven observations that are used to guide teacher adjustments and growth.

4. Practice: Depending on the type of feedback that the teacher receives, the coach and the teacher will participate in one (or more) of three specific types of practice.
   - The coach and the teacher may practice planning, by conducting a planning conference. The teacher plans an isolated part of a given lesson with the coach, explaining his/her thinking as they work together. Planning practice may include scripting directions, exchanges with students, or questions.
   - The coach and the teacher may practice executing, by conducting a real-time coaching session. The teacher will perform an action step in real time after the coach models the move or shows a video exemplar of the move. The teacher then role plays, with pauses for feedback, during the rest of the practice session.
   - The coach and the teacher may practice data mining, by conducting a data conference. The coach will guide the teacher as they unpack trends on items within an assessment, examine student work, or note patterns of grades within and across specific student groups.

5. Follow-Up: The coach and the teacher will conclude the one-on-one meeting by planning for the teacher's next opportunity to implement the action step(s). Coaches record notes from the meetings through an online coaching platform that KIPP San Antonio uses to store instructional coaching data across the organization. This platform, called TeachBoost, provides both a storage space for coaching data, as well as a means of communication between coaches and teachers. Following the meeting, coaches share the notes made on TeachBoost with teachers. The next observation and meeting is then scheduled and, between that time, follow-up walkthroughs or pop-in observations are conducted to ensure progress towards identified action steps.

While KIPP San Antonio currently provides instructional coaching for all teachers, funding from the EEIP grant would be used to expand the instructional coaching program within the organization. This would include:
- Increasing the number of content-specific coaches throughout the organization to enhance content-specific pedagogy practices and content knowledge among all teachers; and,
- Providing additional training opportunities within KIPP San Antonio for current coaches and establishing a coaching pipeline to identify and train future coaches at earlier stages in their careers.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

KIPP San Antonio's formal evaluation process is based on a combination of teacher self-assessments, formative feedback from the coaching cycle, and summative evaluations that incorporate cumulative data from observations, student growth, and student performance.

With full-scale implementation of KIPP San Antonio's vision for instructional coaching and a Teacher Career Pathways model, the evaluation structure will change to include more evaluators and a more robust teacher performance rubric. In this system, coaches serve as evaluators for their teachers, reporting their summative evaluations to school leadership for final approval. We believe that, because the coaches spend large amounts of time in each of their teachers' rooms, observing instruction, analyzing data, and discussing teachers' growth, they have the most in-depth knowledge of the teachers' cumulative growth over the course of the year. Coaches are best equipped to accurately evaluate the teachers' current levels of proficiency according to the performance rubric. We also believe that a cumulative, holistic approach to teacher observation, rather than a snapshot, will provide the most accurate assessment of the teacher's strengths and areas of growth.

The rubric that evaluators use is derived from the KIPP Framework for Excellent Teaching (KFET). In its full implementation, this rubric includes six domains, or elements, with 31 criteria within those elements. The six domains addressed are:
- Self and Others (self-awareness, interpersonal communication skills, professional development, and cultural competence)
- Classroom Culture (management, discipline, routines, systems, student investment and participation, positive atmosphere)
- The Teaching Cycle (goals, planning, rigor, lesson execution, learner-centered instruction, assessment, analysis, and response to needs based on student progress)
- Knowledge (developmentally appropriate instruction, content knowledge, literacy strategies, and differentiation)
- Results (student outcomes data, progress towards performance goals and professional development goals)
- Professional Expectations (timeliness, responsiveness, collaboration, grading, and other matters of compliance)

While all six domains will be measured for each teacher's evaluation, the rubric and its domains will be incrementally implemented in regards to its application for the Teacher Career Pathways (TCP) program. For instance, each teacher's evaluation will include measurement against all six domains for the teacher's records; however, in the first year of the TCP program, only the Classroom Culture and Teaching Cycle domains will be considered when determining a teacher's placement on the tiers of the pathways program (tiers range from 1-4). In subsequent years, elements or domains will be added to the determination as teachers experience the pathways program lived out in their work and as structures are established to ensure fidelity to application of all six domains across campuses, grade levels, and content areas.

The process for teacher evaluation encompasses the entire year to incorporate a wide body of data into the evaluation. Teacher self-assessments are submitted to coaches and school leaders within the first two weeks of school. Out of this document, along with the first formal observation of the year (the baseline observation), coaches establish performance and development goals with the teacher that will be included in the mid- and end-of-year (summative) evaluations.
During the course of the year, coaches conduct 15-20 minute observations at least once every two weeks. These observations are used to qualitatively measure teacher growth in regards to professional development goals aligned to the KFET. Coaches conduct a formal mid-year evaluation of teachers during a two-week window in January and February, and use observational data along with student growth measurements to provide teachers with formative feedback. This includes telling a teacher, who is performing far below expectations, that they may not be invited to teach at KIPP San Antonio the following year unless they demonstrate improvement across the six domains.

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In May, coaches conduct the second formal observation of the year, which is used as the final evaluative and formal observation. Both the baseline and the final observation are 45-minute observations. Teacher growth between these two formal observations is incorporated into the formal summative evaluation in the first five domains of the rubric.

Student achievement metrics, including growth data, are also incorporated into the summative evaluation. The primary source of growth data for students in KIPP San Antonio is the MAP test, which KIPP San Antonio administers to elementary and middle school students three times during the year: late summer, early winter, and late spring. Growth for high school students is measured by the ACT. Other student achievement metrics, including performance on STAAR or EOC tests, are incorporated into the summative evaluation. All student achievement metrics are addressed in the fifth domain of the teacher performance rubric. Survey data is also included in summative evaluations for teachers, including evaluations from students and families of the school. This data is incorporated into the first, second, and sixth domains of the rubric.

Once the summative evaluation has been completed by the coach, a meeting is scheduled during the last two weeks of the school year in June. The teacher is asked to complete an end-of-year self-assessment and brings the document to the summative meeting. During the meeting, the coach asks the teacher to begin by explaining his/her self-ratings. The coach then follows by explaining each of the ratings on the teacher performance rubric. Data that is used to inform the ratings on the rubric is also reviewed, including survey data and student achievement metrics.

At the end of the rubric review, the coach informs the teacher of his/her placement within the tiers (1-4) of the Teacher Career Pathways program. The coach uses the criteria outline in the tier descriptions, as well as the data from the summative evaluation, to support the decision. The coach then concludes the evaluation meeting, provides the teacher with a copy of the rubric, and submits the original documents to KIPP San Antonio's academic team for record keeping.

Teachers who perform far below expectations over the course of the year will not be invited to return to KIPP San Antonio the following year. In these cases, coaches make every effort to inform the teacher as soon as possible, ideally in early May. This allows time for the teacher to make preparations for finding employment after the school year has ended.

Through an evaluation system that encompasses the entire school year, teachers participate in a process that honors their entire body of work and incorporates as many inputs as possible, to provide the most accurate assessment of each teacher available.

Funding from the EEIP grant is crucial to this evaluation system, particularly in providing funding to increase the number of coaches in KIPP San Antonio and to provide quality training for coaches that will ensure consistency and quality of observations, feedback, and evaluations.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Statutory Requirement 4: Required – Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

KIPP San Antonio currently provides collaboration opportunities within the school week for teachers through a variety of campus-based, organization-wide, and KIPP network-wide accommodations.

On each of the four campuses at KIPP San Antonio, teachers have common planning periods ranging from 70 to 90 minutes. During these planning periods, teachers work in the "Teacher Tank", a central operations room within the school building where all teachers' desks and resources are located. Teacher workspaces in the Teacher Tank are clustered according to the common planning periods, or content teams, depending on the specific vision of the school. In two of the campuses, grade-level colleagues are grouped into teams and have common planning periods where they work together and collaborate to address student-specific issues or strengthen cross-curricular connections. In the other two campuses, colleagues are grouped according to content area with common planning periods to vertically align instruction and share content-specific pedagogical strategies.

Additionally, every campus at KIPP San Antonio follows an aligned school day schedule, with an early-release Wednesday every week. On Wednesdays, students are dismissed 90 minutes earlier than the other days of the week; this additional time is used by teachers on campuses for common planning time, grade level meetings, and staff development.

KIPP San Antonio also implements strategies throughout the entire organization to foster teacher collaboration. The primary vehicle for collaboration across campuses is the establishment of Critical Friends Groups (CFG), organized by content area and held on the second Wednesday of every month. Critical Friends Groups were established at KIPP San Antonio during the summer of 2013 in response to teacher feedback requesting increased opportunities to collaborate with colleagues across campuses, as well as discrepancies in student performance data between campuses. The goal of Critical Friends Groups at KIPP San Antonio is to improve student outcomes by fostering adult learning and collaboration in transformational learning communities. Teachers participate in the process of transformational learning through examining and assessing teacher and student work, sharing professional dilemmas, examining and challenging each other's assumptions and beliefs, and analyzing data together to hold one another accountable.

There are currently eight Critical Friends Groups in KIPP San Antonio, according to content area. Each group has a designated facilitator and co-facilitator, who are responsible for guiding the group during monthly meetings, soliciting feedback from the group for improving future gatherings, and facilitating the work of the group through coordinating presenters, work, and agendas for each gathering. Facilitators and co-facilitators were chosen based on their experience in the selective content area that they were chosen to serve, as well as their experience in facilitating professional learning communities. Facilitators and co-facilitators who had not attended CFG Coaches' Training prior to summer 2013 attended a week-long training at Trinity University where they learned facilitation techniques and engaged in constructive dialogue about educational equity and excellence.

Part of the work that teachers in KIPP San Antonio conduct within their respective CFGs is curriculum writing and revision. During the week prior to the first day of school in August, all teachers at KIPP San Antonio participated in a two-day workshop focused on planning techniques, using the framework of backwards planning as described in Understanding by Design. Teachers learned about the principles of Understanding by Design and, in their content-area CFGs, collaboratively planned unit outlines. Critical Friends Groups in KIPP San Antonio also serve to continue the work of curriculum design, with one CFG meeting each quarter devoted to collaborative planning time. These meetings are held on student holidays, so that additional time may be given to CFGs for the purpose of planning together. The target outcome of each of these planning days is unit and lesson plans that are aligned to state standards with clear objectives and criteria for success that demonstrate successful student learning at the end of each lesson. Teachers work together to support one another's planning and ensure that content is vertically aligned (K-12) and horizontally aligned across separate campuses that share the same grade levels. These plans and the resources that accompany them are uploaded onto KIPP Share, an online platform that houses all of the curriculum work that KIPP San Antonio's teachers create.

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KIPP Share is used by all teachers in KIPP San Antonio to post their curriculum. It is also a collaboration tool for teachers, as the platform serves as a form of social media where teachers can have online conversations and share resources with one another. KIPP San Antonio has created content area network pages for each CFG, and each teacher in the organization is a member of their respective CFG's network page. Through access to this network, teachers engage in virtual dialogue, solicit and provide feedback on their work, and examine one another's curriculum on a regular basis. Teachers can access their networks at any time, and regularly do so both during and outside of regular school hours.

In addition to formalized organization-wide collaboration opportunities within KIPP San Antonio, individual opportunities are appropriated when necessary. Teachers who share content areas and work at different campuses may request for additional time to collaborate with their cross-campus colleague(s) by asking their instructional coach or school leader and demonstrating the need for that time. When approved, teachers are given time during regular school hours to collaborate and substitutes are provided by KIPP San Antonio's central academic team to ensure class coverage.

Collaboration opportunities also exist within the wider KIPP network, particularly through online platforms and retreats. The KIPP Foundation provides the infrastructure and maintenance of KIPP Share, and in doing so, links all KIPP regional organizations and their teachers. Because of this, teachers in KIPP San Antonio can view curriculum that their colleagues have made public in cities across the country. They can also share their curriculum with colleagues in other cities and request feedback on their work. Through KIPP Share, teachers in KIPP San Antonio also have access to videos of teachers' practice, in which teachers upload video of specific teacher behaviors and pedagogical strategies linked to the KIPP Framework for Excellent Teaching and then discuss the strategies and details of their execution.

We seek to increase the effectiveness of our current collaboration practices by: expanding training for Critical Friends Group facilitators; provide increased funding for classroom coverage so that teachers can collaborate with cross-campus colleagues more frequently; and provide additional curriculum writing resources through training and consultants to further equip teachers as they collaboratively plan during curriculum writing days. As we continue the use of Critical Friends Groups, we want to ensure that more teachers have the opportunity to serve as facilitators, and ideally, we would like to pursue CFG groups that are no larger than 12 teachers per group. Expanding coaches' training would allow us to empower more teachers and increase the number of CFG groups within KIPP San Antonio, as more facilitators are ready to lead new groups. Teachers who attain Tiers 3 and 4 of the Teacher Career Pathways model, would be able to select CFG coaches' training as an option within their professional development options. Coaches' training is conducted during week-long courses at universities over the summer and funding would be allocated to secure enrollment in the training.

Additional curriculum writing resources, such as content-specific training or additional training in planning practices, would enhance the work our teachers currently carry out during collaborative planning. These additional resources will help maximize the time spent in collaborative planning by increasing teachers' content knowledge and planning skills.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

For several years, KIPP San Antonio has used its Wednesday early-release schedule to provide time for professional development activities with school leaders having the power to determine, develop, and/or coordinate the opportunities available to teachers on their individual campus. In the past year, the organization has worked to enhance the efficacy of its professional development by focused efforts to standardize the instructional coaching cycle and consideration of differentiated professional development opportunities for teachers throughout the organization. Much of this is possible through the role of the Director of Teaching Practices, who coordinates the efforts of instructional coaches across the organization and analyzes trends across the four campuses. Today, the two main components of professional development within KIPP San Antonio that both identify and address areas of needs among teachers are instructional coaching and Critical Friends Groups.

On each campus, instructional coaches share out in weekly leadership team meetings what the teachers they are coaching are currently working towards as part of their professional development goals. During these weekly leadership team meetings, school leaders gather information from coaches including recent student data from each teacher's classes, current teacher goals, and potential resources needed to support those teachers in their pursuit of the goals. Efforts to standardize instructional coaching across the organization has allowed for leadership team meetings to be more effective in identifying common trends among teacher needs, as well as effective practices in supporting teachers through reinforcing effective practices within and across campuses, and establishing common language around teaching excellence.

The goals of the weekly conversations about instructional coaching are: 1) to ensure accurate and timely information regarding each teacher's areas of growth and needs; 2) to determine the appropriate means of providing professional development towards the areas of growth and needs; and 3) to record and communicate to the Director of Teaching Practices (DTP) and the Chief Academic Officer (CAO) what the overall campus needs are regarding teachers' professional development. School leaders report the outcomes of the leadership team meetings to the CAO and DTP, who then work to find trends across campuses and identify resources to support teachers either individually or as groups of teachers working on similar competencies and behaviors.

From the information gathered across the campuses, the Director of Teaching Practices determines one of four potential courses to take regarding teacher professional development:
1) Provide resources and development to coaches so they can support teachers individually in the coaching cycle;
2) Provide resources and development to school leadership so they can facilitate professional development on their respective campuses during Wednesday afternoons;
3) Connect teachers and school leadership with resources offered by external organizations including ESC Region 20 and the national KIPP network; and/or,
4) Incorporate trends in teacher needs into organization-wide professional development initiatives and offerings.

Once a decision has been made regarding which action to take, the DTP and CAO support coaches and school leadership in executing the needed steps to provide the right form of professional development to each teacher or group of teachers. One example of this process in action occurred during the spring of 2013. Based on school leadership conversations on all four campuses, the DTP and CAO determined that effective unit and lesson planning was an area of growth that teachers throughout the organization shared. Therefore, KIPP San Antonio's academic team structured the 2013-14 organization-wide professional development sessions to focus on and develop effective planning practices. This resulted in summer professional development offerings based in Understanding by Design, as well as ongoing professional development during all-staff Wednesdays devoted to critical moves in unit planning.

While most of KIPP San Antonio's formal professional development initiatives come out of the work of instructional coaching, Critical Friends Groups also provide a venue for professional development. A major difference between the two components, however, is that while school leadership, the DTP, and the CAO use instructional coaching to drive decision-making about professional development, teachers are empowered to guide their own professional development

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within the Critical Friends Groups (CFG).

Before each monthly CFG meeting, facilitators of the CFG reach out to the group's members and ask for input regarding the upcoming meeting's agenda. Teachers may respond with a variety of suggestions including, but not limited to:
1) A professional dilemma they are facing and cannot solve alone;
2) Student work they would like help in examining to better understand their students and the implications on their practice;
3) A plan or product on which they would like feedback or tuning, and;
4) Student assessment data they would like support in analyzing.

The facilitator then coordinates among the teachers in the group to determine the agenda of the meeting, bringing together a variety of inputs from the group members. In this way, the members of the CFG are responsible for their own development during this time and they are empowered to identify the areas in which they most need support. Each teacher's colleagues in the CFG serve as mentors and coaches as they hold each other accountable to continually improve their practice and provide tools, strategies, and insights that help each other grow professionally.

In the coming years, we seek to make more strategic use of the resources offered by external organizations. We aim to do this through two strategies:
1) Allocating a larger percentage of the Director of Teaching Practice's time towards cultivating relationships with external organizations and connecting teachers to opportunities and resources provided by them, and;
2) Utilizing Tier 3 and Tier 4 teachers' autonomy in selecting professional development opportunities to diversify the resources we are exposed to as an organization and create an avenue by which great resources and opportunities can be brought back to KIPP San Antonio's teachers.

By devoting more of the DTP's time to strengthening relationships with professional development organizations and by empowering our strongest teachers to seek out and bring back quality professional development resources and activities, we believe that we will be able to differentiate professional development for our teachers even more with increased quality and efficacy. EEIP grant funding is crucial to making this possible through the increased number of instructional coaches in the organization and the establishment of a Teacher Career Pathways program.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015826	Amendment # (for amendments only): N/A

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

KIPP San Antonio recognizes that high-quality teachers are the single most important determining factor for student success. We seek to recruit and retain the best possible educators to serve our students by providing a high-performing, supportive, collaborative, professional, mission-imbued work environment. At the same time, we recognize that compensation is an important aspect of a holistic effort to elevate the status of excellent teachers and have them choose to work for our organization over a long period of time.

We propose several strategic, research-based innovations to compensate teachers fairly. The following proposals work together to comprise a comprehensive, mission-aligned approach to remunerating the most important employees in our organization.

Strategic Re-calibration of the Salary Scale
Research overwhelmingly concludes that most teachers' effectiveness increases rapidly during the first five years of their career and then plateaus. Additionally, the faculty of KIPP San Antonio has historically been made up mostly of early-career educators (many of them coming to us as first-year Teach for America Corps Members). These factors have led us to re-imagine our salary scale so that the most rapid increase in base salary will be applied during a teacher's second through seventh year of classroom experience, with the rate of increase tapering thereafter. This innovation recognizes and rewards the extremely hard work required to grow from a rookie into a high-performing veteran teacher. Our proposed salary scale will bring KIPP San Antonio's salaries into a more competitive range given the current market – especially among those teachers who have historically been the most likely to choose to work for us as well as the most successful within KIPP. Even with the tapering off of the rate of salary increase after the seventh year of experience, our proposed scale remains competitive with nearby districts since their scales tend to be relatively flat. This strategic re-calibration of our salary scale would be impossible without EEIP grant funding given our current financial reality.

Differentiated Compensation Based on Additional Responsibilities
Currently, KIPP San Antonio offers little in the way of stipends to recognize the additional contributions that many teachers make beyond the work they do in their own classrooms. We propose the implementation or augmentation of several targeted stipends to ensure fair compensation for those who go above and beyond. Proposed stipends include:
- $3,000 for bilingual certification held by any elementary school teachers given the challenge of finding highly qualified bilingual candidates as well as the need for them within our dual-language elementary model.
- $500 for ESL certification held by any teacher of record in a core academic subject given our high population of English language learners and the added value ESL expertise can add in any of our classrooms.
- $3000 for grade-level chairs (up from $1,000 currently) given the large amount of extra time and work required by this role as well as its importance in coordinating programming and maintaining culture at each grade level.
- $500 for teachers with KIPP experience who act as official mentors for new-to-KIPP teachers and participate in the relevant training to become a mentor.
- $3,000 for master teachers who serve as part-time instructional coaches and/or curriculum/assessment writers and/or collaboration group facilitators in addition to their regular responsibilities.

The targeted stipends described here would be supplementary and would be impossible without EEIP grant funding.

Team-based, Goal-aligned Performance Bonuses
As part of our proposed Teacher Career Pathways program, we seek to institute bonuses that can be earned by teams (whole campuses or grade-level teams within campuses) for meeting or exceeding measurable goals aligned to our Annual Plan and mission. Eligible teachers could be awarded up to $1,500 annually (paid in semester installments) if their campus/team were to achieve the goal. This approach is meant to recognize and reward the teams performing at the highest level in relation to our goals and to foster collaboration and celebration within teams since the goals are only achievable with collective contribution. Offering team-based, goal-aligned performance bonuses would be impossible without EEIP grant funding.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 7: Preferred - Describe the steps taken In the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

While EEIP guidelines indicate that strategic recruitment and hiring practices are not required for participating in the Educator Excellence Innovation Program, KIPP San Antonio believes that such practices are essential to ensuring that our students are taught by best-in-class professionals. Consequently, we have newly established an Office of Talent Recruitment to take some of the time burden of recruitment and screening efforts off of school leaders so that they may spend more of their time and energy vetting the highly promising candidates who have made it through our rigorous screening process.

Our Office of Talent Recruitment has already begun deep research Into relevant questions about our historical sources of top candidates, effective screening practices, and efficient hiring processes. Even in its first semester, our new approach to talent recruitment has yielded a greater number of applications, a greater number of internal referrals (which has historically been a source of strong candidates), an augmented social media presence, and a much more efficient timeline from initial application to ultimate offer.

Additionally, KIPP San Antonio has deepened its partnership with Teach for America to ensure not only that we have access to sufficient numbers of new Corps Members each year, but also that we have a strong voice in the selection of particular Corps Members to increase the likelihood of a strong match between person and role. This deepened relationship has resulted in a selection process for TFA Corps Members that is three months ahead of past practice. As KIPP San Antonio seeks to expand rapidly over the next ten years, the need for more early-career teachers will only grow, so working closely with Teach for America is a vital ingredient to the success of our holistic approach to selecting and supporting the highest-quality educators for our students.

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Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

KIPP San Antonio has elected to follow the lead of several other high-performing charter management organizations (such as Achievement First and YES Prep Public Schools) in instituting a Teacher Career Pathways program to <u>honor our highest-performing educators</u> and provide them with <u>opportunities to grow as professionals and increase their individual impact and influence even while remaining in the classroom</u>.

The theory of action driving our Teacher Career Pathways proposal is as follows:
- If KIPP San Antonio has a <u>common definition of excellence</u> that drives our coaching...
  - ...then teachers will become stronger sooner...
    - ...and thus <u>student achievement will improve</u>.

AND
- If teachers feel valued due to <u>consistent, meaningful recognition</u>...
  - ...then strong teachers will stay in the classroom longer...
    - ...and thus <u>student achievement will improve</u>.

Indeed, we believe there is no better avenue to improving student achievement than having our teachers become <u>stronger sooner</u> and stay <u>stronger longer</u>. Our Teacher Career Pathways model is designed to provide the inputs (common definition of excellence that drives our coaching AND consistent, meaningful recognition) that research tells us have the greatest likelihood of resulting in the conditions that create excellent student outcomes.

The elements of our Teacher Career Pathways model include:
- A <u>teacher performance rubric</u>, derived from the KIPP Framework for Excellent Teaching and aligned to best practices identified by TEA (to be rolled out incrementally for increased buy-in and fidelity of application);
- Relevant <u>student achievement metrics</u> that are leading indicators of college-readiness and can provide formative insight to allow for instructional/programmatic adjustments throughout the year as well as summative evaluation to facilitate decisions regarding personnel and programmatic changes from one year to the next;
- Differentiated <u>tiers of performance</u> (Tiers 1-4) based on teachers' sustained accomplishment in terms of both the teacher performance rubric and student achievement metrics; each tier will have an associated level of responsibility and reward;
- Team-based, goal-aligned <u>performance bonuses</u> (explained in greater detail above in Statutory Requirement 6), meant to incentivize collective, collaborative efforts to attain shared goals;
- Individualized <u>professional development</u> opportunities, giving increased autonomy to teachers as they progress throughout the tiers of performance to select the professional learning experiences that will be most enriching to them (with the expectation that they will then share what they have learned with other teachers); and,
- Meaningful, authentic <u>recognition and celebration</u>, shining a spotlight on those teachers whose performance moves them up through the tiers, imparting much-deserved prestige on a historically undervalued profession.

The effective implementation of our Teacher Career Pathways model, rolled out incrementally over several years, will require the addition of staff dedicated to establishing and executing the programmatic elements described above. Most importantly, other organizations doing this work have noted that someone must coordinate all of the cross-functional pieces that comprise any Teacher Career Pathways model, so we intend to hire a Director of Teacher Pathways, who would report to the new Chief Talent Officer. Other necessary personnel additions will include increased capacity in both instructional coaching and data analysis. These crucial hires will be <u>impossible without EEIP grant funding</u>.

KIPP San Antonio is excited about the possibility of <u>empowering our teachers to command their future</u> by providing a common definition of excellence and consistent, meaningful recognition of high achievement according to that definition. When our teachers feel like valued professionals, they will get stronger sooner and stay stronger longer for our students.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the walver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KIPP San Antonio is an organization committed to constant self-monitoring and strategic self-evaluation to ensure steady progress toward our ambitious goals. At all levels of the organization, we regularly review and analyze data to capitalize on bright spots and remedy areas of weakness. For more information on our needs-assessment process, please see Schedule #13 above.

KIPP San Antonio's most recent needs assessment revealed significant areas of concern that our Educator Excellence Innovation Program seeks to address including:
- Retention of classroom teachers in their current roles has averaged 64% over the past two years;
- Recruitment, hiring, and induction processes have historically been inconsistent and inefficient;
- Our current salary scale puts us at #14 out of 17 surrounding districts in terms of starting base salary; compared to other high-performing charter schools in the area, KIPP San Antonio's median salary is several thousand dollars lower;
- We currently offer very little in the way of stipends for work above and beyond primary teaching responsibilities
- Teachers report uneven instructional support;
- The current ratio of instructional coaches to teachers (approximately 1:40) is not nearly adequate to provide the necessary level of support;
- The main School Support Team (central office) functions that address the teachers' professional "life cycle" are spread across several departments and managers, leading to inefficiencies and lack of coordination; and,
- Student achievement, while generally higher than that of surrounding districts, is still not at a level that ensures college-readiness for all.

The EEIP elements described in this application are intended to address all of the above needs in a holistic, coordinated, strategic, research-based manner. As indicated, some pieces of the project are already in place. Several vital elements, however, would be <u>impossible to implement without TEA grant funding</u> given the scale of our organization and current strains on our budget. These grant-dependent elements include:
- Chief Talent Officer (recruitment expenses; salary; costs related to reorganization of functional areas)
- Additional Instructional Coaches (recruitment expenses; salaries; training costs)
- Wider Access to High-quality, Research-based Professional Development Opportunities
- Re-calibrated Salary Scale (approximate 5% increase in total salary expenditure over current scale)
- Teacher Career Pathways (team-based performance bonuses; expenses related to training evaluators)
- Differentiated Stipends (for teachers who take on official roles above and beyond classroom responsibilities)

All of the above elements would be augmentations to our current personnel, programs, and compensation. They would <u>supplement, not supplant</u> current expenditures. For the funds we hope to be provided by the EEIP grant, none of the vital elements described in this section could be implemented and the needs identified above would be insufficiently remedied.

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TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Summer 2013
- Hiring of Chief Innovation Officer to oversee major programmatic advancements
- Establishment of Office of Teacher Recruitment
- Beginning of Research Into Teacher Career Pathways and strategic compensation
- Execution of summer staff induction program

Fall 2013
- Research into Teacher Career Pathways, including direct engagement of Achievement First and YES Prep
- Initiation of KIPP instructional coaching model and region-wide professional development approach
- Implementation of first stages of new approach to talent recruitment and selection (including TFA partnership)
- Long-term strategic planning process with consultants Bellwether Education Partners
- Convening of Teacher Focus Group to solicit stakeholder input into EEIP proposal

January-February 2014
- Provisional ratification of new strategic plan, Teacher Career Pathways model, and strategic compensation
- Application for Educator Excellence Innovation Program grant through TEA
- Ongoing implementation of instructional coaching model and professional development/collaboration approach
- Ongoing implementation of consistent talent recruitment and selection practices

March-April 2014
- Announcement of and stakeholder education around new compensation model and Pathways program
- Development of teacher performance rubric aligned to KIPP Framework for Excellent Teaching

May-June 2014
- Recruitment and selection of Chief Talent Officer
- Recruitment and selection of additional Instructional Coaches
- Recruitment and selection of Director of Teacher Career Pathways

Summer 2014
- Reorganization of key central office functions under Chief Talent Officer to support full teacher "life cycle"
- Implement enhanced summer induction and mentorship/coaching approach

2014-2015 School Year
- Implement new compensation model & differentiated stipends according to EEIP guidelines
- Begin data collection based on new teacher performance rubric and student achievement metrics
- End of year: determine and communicate tier placement for teachers in SY16 based on performance in SY15

Summer 2015
- Hiring of additional Instructional Coaches and CTO support staff as warranted by organizational growth
- Training of key stakeholders on additional Pathways elements to be added incrementally in SY16
- Pay out team-based performance bonuses to returning teachers according to team achievement of SY15 goals

2015-2016
- Ongoing implementation of EEIP elements, scaling up to accommodate larger size of organization
- Ongoing monitoring of EEIP implementation to ensure program fidelity and progress toward desired outcomes

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evidence of personnel support for both the plan and participation in the grant program exists for teachers, support staff, coaches, and school leadership, and has been collected through a variety of activities.

Teachers demonstrated evidence of support through a focus group that was started in Fall 2013, as well as end-of-year surveys submitted during the 2012-13 school year. Support staff demonstrated evidence of support through a brainstorming session held in March 2013. Coaches and administrators demonstrated evidence of support through personal interviews and end-of-year surveys submitted during the 2012-13 school year. School leaders demonstrated evidence of support through team meeting presentations, personal interviews, and end-of-year surveys submitted during the 2012-13 school year.

From this evidence, stakeholders communicated:

- Desire for the improvement in KIPP San Antonio's hiring of top talent as well as improvement in organizational onboarding practices.
- Increased opportunities for collaboration in curriculum design and professional development opportunities.
- Increased communication from school leadership regarding teacher evaluation.
- Desire for more competitive pay that fairly compensated teachers based on their contributions to improved student outcomes.
- Desire for more recognition and appreciation of efforts.
- Concern about long-term teacher sustainability.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in the EEIP program will be district-wide, affecting all teachers at all campuses of KIPP San Antonio.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person: